

Redcliffe Elementary

6741 Atomic Road
Aiken, South Carolina 29803

Grades	PK-5 Elementary School	
Enrollment	821 Students	
Principal	Salvatore A. Minolfo	803-827-3350
Superintendent	Dr. Linda B. Eldridge	803-641-2428
Board Chair	Dr. John B. Bradley	803-648-0901

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	73	19	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Average	Unsatisfactory	Yes
2006	Average	Unsatisfactory	No

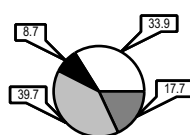
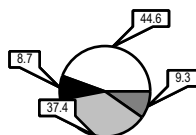
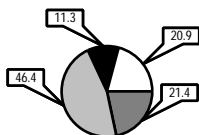
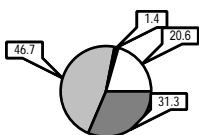
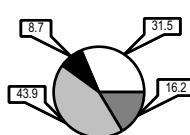
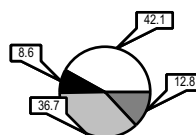
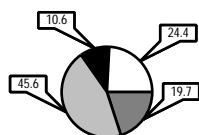
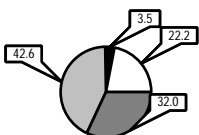
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	372	97.0	20.2	46.9	31.5	1.5	44.8	Yes	Yes
Gender									
Male	195	95.9	23.2	44.1	31.6	1.1	43.5	N/A	N/A
Female	177	98.3	16.9	50.0	31.3	1.9	46.3	N/A	N/A
Racial/Ethnic Group									
White	197	98.0	19.6	38.0	39.7	2.8	53.1	Yes	Yes
African American	154	96.1	21.6	55.4	23.0	0.0	33.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	19	100.0	16.7	72.2	11.1	0.0	50.0	I/S	I/S
American Indian/Alaskan	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	331	99.1	18.0	47.9	32.5	1.6	46.2	N/A	N/A
Disabled	41	80.5	40.6	37.5	21.9	0.0	31.3	I/S	No
Migrant Status									
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	367	97.0	20.1	46.8	31.5	1.5	44.4	N/A	N/A
English Proficiency									
Limited English Proficient	12	100.0	27.3	72.7	0.0	0.0	18.2	I/S	I/S
Non-Limited English Proficient	360	96.9	19.9	46.0	32.5	1.5	45.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	253	96.8	26.0	49.3	24.2	0.4	35.0	Yes	Yes
Full-pay meals	119	97.5	8.8	42.1	45.6	3.5	64.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	372	97.6	19.5	47.0	21.9	11.5	50.3	Yes	Yes
Gender									
Male	195	96.9	16.9	47.2	21.3	14.6	52.8	N/A	N/A
Female	177	98.3	22.5	46.9	22.5	8.1	47.5	N/A	N/A
Racial/Ethnic Group									
White	197	99.0	16.7	40.0	25.0	18.3	58.3	Yes	Yes
African American	154	96.1	24.5	55.4	16.5	3.6	40.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	19	100.0	11.1	55.6	27.8	5.6	44.4	I/S	I/S
American Indian/Alaskan	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	331	99.7	18.0	47.1	23.5	11.4	52.6	N/A	N/A
Disabled	41	80.5	34.4	46.9	6.3	12.5	28.1	I/S	No
Migrant Status									
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	367	97.5	19.5	47.6	21.3	11.7	50.0	N/A	N/A
English Proficiency									
Limited English Proficient	12	100.0	27.3	45.5	18.2	9.1	36.4	I/S	I/S
Non-Limited English Proficient	360	97.5	19.3	47.1	22.0	11.6	50.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	253	96.8	24.7	51.1	17.5	6.7	41.7	Yes	Yes
Full-pay meals	119	99.2	9.6	39.1	30.4	20.9	67.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	372	98.7	44.5	37.5	9.3	8.7	18.0
Gender							
Male	195	97.4	40.9	37.6	9.4	12.2	21.5
Female	177	100.0	48.5	37.4	9.2	4.9	14.1
Racial/Ethnic Group							
White	197	100.0	31.9	40.1	13.7	14.3	28.0
African American	154	96.8	59.9	33.8	4.2	2.1	6.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	19	100.0	50.0	38.9	5.6	5.6	11.1
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	331	99.7	41.5	40.2	9.2	9.2	18.3
Disabled	41	90.2	68.4	15.8	10.5	5.3	15.8
Migrant Status							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	367	98.6	44.1	37.9	9.4	8.5	17.9
English Proficiency							
Limited English Proficient	12	100.0	72.7	27.3	0.0	0.0	0.0
Non-Limited English Proficient	360	98.6	43.5	37.8	9.6	9.0	18.6
Socio-Economic Status							
Subsidized meals	253	98.0	53.5	36.0	5.7	4.8	10.5
Full-pay meals	119	100.0	26.7	40.5	16.4	16.4	32.8

Social Studies							
All Students	372	98.4	33.5	39.9	17.8	8.7	26.5
Gender							
Male	195	97.4	33.1	38.1	17.1	11.6	28.7
Female	177	99.4	34.0	42.0	18.5	5.6	24.1
Racial/Ethnic Group							
White	197	100.0	27.5	37.4	22.5	12.6	35.2
African American	154	96.8	43.0	43.7	10.6	2.8	13.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	19	94.7	17.6	41.2	23.5	17.6	41.2
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	331	99.4	31.1	41.3	18.7	8.9	27.5
Disabled	41	90.2	52.6	28.9	10.5	7.9	18.4
Migrant Status							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	367	98.4	33.6	40.4	17.4	8.6	26.0
English Proficiency							
Limited English Proficient	12	100.0	36.4	36.4	27.3	0.0	27.3
Non-Limited English Proficient	360	98.3	33.4	40.1	17.5	9.0	26.5
Socio-Economic Status							
Subsidized meals	253	97.6	41.4	40.5	13.7	4.4	18.1
Full-pay meals	119	100.0	18.1	38.8	25.9	17.2	43.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	131	100.0	13.6	27.1	55.1	4.2	59.3
	4	134	99.3	32.3	45.7	22.0	0.0	22.0
	5	133	100.0	16.1	66.1	17.7	0.0	17.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	103	99.0	6.4	35.1	53.2	5.3	58.5
	4	138	96.4	24.8	47.2	28.0	0.0	28.0
	5	131	96.2	26.3	55.9	17.8	0.0	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	131	100.0	16.9	60.2	17.8	5.1	22.9
	4	134	100.0	27.3	47.7	21.1	3.9	25.0
	5	133	100.0	15.3	66.9	11.3	6.5	17.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	103	100.0	4.3	43.6	34.0	18.1	52.1
	4	138	97.1	24.6	44.4	19.8	11.1	31.0
	5	131	96.2	26.3	52.5	14.4	6.8	21.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	131	100.0	37.3	41.5	21.2	0.0	21.2
	4	134	100.0	46.9	32.8	14.8	5.5	20.3
	5	133	100.0	44.4	42.7	5.6	7.3	12.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	103	100.0	33.0	45.7	11.7	9.6	21.3
	4	138	100.0	47.7	34.6	10.8	6.9	17.7
	5	131	96.2	50.0	34.2	5.8	10.0	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	131	100.0	17.8	42.4	22.9	16.9	39.8
	4	134	100.0	31.3	53.1	13.3	2.3	15.6
	5	133	100.0	32.3	47.6	13.7	6.5	20.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	103	100.0	6.4	40.4	42.6	10.6	53.2
	4	138	100.0	40.8	43.1	9.2	6.9	16.2
	5	131	95.4	47.1	36.1	7.6	9.2	16.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 821)				
First graders who attended full-day kindergarten	98.6%	Down from 100.0%	100.0%	100.0%
Retention rate	3.6%	Down from 4.9%	3.7%	2.8%
Attendance rate	96.3%	Up from 95.9%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.9%	Down from 2.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%	Up from 1.8%	0.0%	0.0%
Eligible for gifted and talented	11.0%	Down from 16.9%	8.8%	10.4%
On academic plans	49.8%	N/AV	39.9%	33.6%
On academic probation	22.7%	N/AV	1.4%	1.0%
With disabilities other than speech	3.2%	Down from 3.8%	8.4%	7.5%
Older than usual for grade	2.7%	Down from 2.9%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n= 53)				
Teachers with advanced degrees	45.3%	Down from 47.2%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	86.4%	Down from 87.4%	87.3%	87.3%
Teacher attendance rate	95.1%	Up from 95.0%	95.2%	94.9%
Average teacher salary	\$44,239	Up 4.4%	\$42,257	\$42,485
Prof. development days/teacher	15.8 days	Down from 16.0 days	14.0 days	13.3 days
School				
Principal's years at school	1.0	Down from 6.0	3.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 21.9 to 1	18.0 to 1	18.6 to 1
Prime instructional time	95.2%	Up from 94.3%	89.7%	89.7%
Dollars spent per pupil*	\$5,751	Up 1.1%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	66.5%	Up from 66.4%	63.3%	64.0%
Percent of expenditures for instruction*	70.2%		69.0%	69.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

On the journey to greatness, every school must undergo transitions. The 2005-2006 school year for Redcliffe Elementary School was a year of transition. The year began with the appointment of a new principal and new assistant principal in July of 2005. With a new administration, major changes occurred due to the acclimation of the new personalities, procedures, and processes into the school culture.

In addition to the new administration, Redcliffe Elementary School was targeted for the Southern Association of Colleges and Schools (SACS) Strategic Plan revision and Peer Review. The overlap of the new administration and the revision of the SACS Plan were helpful because the school stakeholders (students, parents, School Improvement Council members, staff and administration) were able to develop a vision and mission that reflected a new philosophy and a plan that supported that vision and mission. The SACS Plan now is the guide that will direct our student and educator growth for the next five years.

The SACS Plan reflects a new focus for Redcliffe Elementary School based on the implementation of Professional Learning Communities among the faculty and staff. The communities are central to the improvement of each staff member's ability to facilitate student learning. Each staff member is an expert and a professional and as such, can contribute to increased student achievement. The communities provide the format for collaboration among the staff to identify what each student should master, the development of assessments to assess mastery, and the determination of a variety of strategies to aid the students' learning in English/Language Arts, mathematics, science, and social studies.

While the communities specifically address staff development and student learning, a wonderful outcome is the improvement of community involvement in the school. Part of a Professional Learning Community is the emphasis on parent and community organization involvement. We recognize that parents play an integral role in student achievement. We purposefully offered activities and events that encouraged parent involvement in student learning and parenting help in order to support the parent-school relationship. We believe that a continued emphasis on these activities and events will only further support this relationship next school year.

The SACS Plan was instrumental in providing a focus for our school community, but a simplified set of expectations for each student and faculty member was also established. The three expectations of our school are that everyone every day is to work hard, work smart, and work together. These expectations give clarity and focus to each day. It also provides the foundation for success in terms that even the youngest child understands. We believe that as these expectations are emphasized and become part of the school culture, and as the SACS Plan guides our staff development, student learning, and community involvement, Redcliffe Elementary School will become a school "Where Greatness Begins!"

Salvatore Minolfo, Principal

Kathleen Langston, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	120	99
Percent satisfied with learning environment	82.7%	90.6%	86.9%
Percent satisfied with social and physical environment	84.6%	82.4%	87.8%
Percent satisfied with school-home relations	74.0%	89.2%	87.9%

*Only students at the highest elementary school grade level at this school and their parents were included.